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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: (1) the effects of student generated self-management objectives on the frequency of higher cognitive verb and noun usage in classroom interactions; (2) a logarithmic solution to the deficiencies of forensic scheduling; (3) an acoustical/temporal analysis of emotional stress in speech; (4) time course of overshoot phenomenon in psychophysical masking; (5) film and the basic communication course; (6) a model of contextual influences upon speaking choice; (7) communication patterns of classroom management which characterize levels of role acquisition; (8) variables in a multiple-approach basic speech course; (9) the impact of nonverbal teacher behavior on the productivity of exceptional children; (10) a training model of creative language use; (11) the functions of language in the teaching situation; (12) indirection and ambiguity as a mode of communication in West Africa; (13) patterns of verbal communication in fifth grade classrooms before and after watching a televised unit of instruction; and (14) kinesics as a linguistic study with emphasis on classroom boredom. (MKM)

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Speech Communication Education and Classroom Interaction:

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Abstracts of the following dissertations are included in this collection:

Fingerson, Ronald Lee
THE EFFECTS OF STUDENT-GENERATED SELF-MANAGEMENT OBJECTIVES ON THE FREQUENCY OF HIGHER COGNITIVE VERB AND NOUN USAGE IN CLASSROOM INTERACTIONS

Harris, Edward Joseph, Jr.
A LOGARITHMIC SOLUTION TO THE DEFICIENCIES OF FORENSIC SCHEDULING: TOURNEY

Hicks, James Woodrow, Jr.
AN ACOUSTICAL/TEMPORAL ANALYSIS OF EMOTIONAL STRESS IN SPEECH

Keiser, Janet Hope
TIME COURSE OF OVERSHOOT PHENOMENON IN PSYCHOPHYSICAL MASKING

Kynion, Patricia Elliot
FILM AND THE BASIC COMMUNICATION COURSE: A SELECTED REFERENCE GUIDE AND FILMOGRAPHY

Mills, Patrick Reed
A MODEL OF CONTEXTUAL INFLUENCES UPON SPEAKING CHOICE

Morris, Marian G.
IDENTIFYING AND ANALYZING COMMUNICATION PATTERNS OF CLASSROOM MANAGEMENT WHICH CHARACTERIZE LEVELS OF ROLE ACQUISITION

Nitcavic, Richard Glen
A DESCRIPTIVE STUDY OF INPUT AND OUTPUT VARIABLES IN A MULTIPLE-APPROACH BASIC SPEECH COURSE

Roehm-Lambert, Marilyn Ann
THE IMPACT OF NONVERBAL TEACHER BEHAVIOR ON THE PRODUCTIVITY OF EXCEPTIONAL CHILDREN

Schmelzer, Henry
A TRAINING MODEL OF CREATIVE LANGUAGE USE

Snyman, Rachel
THE FUNCTIONS OF LANGUAGE IN THE TEACHING SITUATION [AFRIKAANS TEXT]

Tarr, Delbert Howard, Jr.
INDIRECTION AND AMBIGUITY AS A MODE OF COMMUNICATION IN WEST AFRICA: A DESCRIPTIVE STUDY

Webber, Laura Lorraine
PATTERNS OF VERBAL COMMUNICATION IN SELECTED FIFTH GRADE CLASSROOMS BEFORE AND AFTER WATCHING A TELEVISED UNIT OF INSTRUCTION

White, Helen Baker
KINESICS AS A LINGUISTIC STUDY: WITH A SPECIAL EMPHASIS ON CLASSROOM BOREDOM

THE EFFECTS OF STUDENT-GENERATED SELF-MANAGEMENT OBJECTIVES ON THE FREQUENCY OF HIGHER COGNITIVE VERB AND NOUN USAGE IN CLASSROOM INTERACTIONS

Order No. 8015258

FINGERSON, RONALD LEE, PH.D. *Kansas State University*, 1979. 145pp.

The purpose of this research study was to investigate what effects student-generated self-management objectives would have on increasing the frequency of higher cognitive verbs and nouns in classroom interactions. The self-management objective introduced a self-paced, individualized learning element in allowing each participant to quantify the number of higher cognitive words to be incorporated, orally or in writing, within each given discussion session. This represented a departure from the traditional instructional or behavioral objective wherein the teacher established the minimum performance level, held equal and constant, for all students. Analogous to the means-referenced objective wherein the teacher wrote the minimum performance level for himself, the self-management objective permits the student to establish the minimum performance level for himself. The self-management objective, as utilized in this study, was designed as a self-persuasive vehicle enabling the participants to modify their verbal content and behaviors in a specified direction.

A repeated measurements design with four independent variables: treatments, days, parts of speech, and communications was utilized in this investigation. The participants were 40 volunteers drawn from four intact library science classes, randomly assigned, and nested in experimental and control groups. Each participant was measured sixteen times. Thirty-two discussion sessions, each lasting thirty minutes, were audiotaped utilizing variable subjects as the interaction focus and the raw data were collected from these tapes. A 2 x 4 x 2 x 2 factorial analysis of variance was conducted on the data utilizing a software package available at the Computer Center, Kansas State University. A Fisher's Least Significant Difference analysis was subsequently conducted to identify the points of significant interaction between the means of the cells of the independent variables in various combinations.

Each of the three null hypotheses were rejected. The experimental group, utilizing the self-management objectives, performed significantly better than the control group. The number of higher cognitive verbs incorporated in the classroom interactions was significantly higher than the number of higher cognitive nouns incorporated in the classroom interactions. And, the number of higher cognitive verbs and nouns input orally was significantly greater than the number of higher cognitive verbs and nouns input in writing.

In addition to these findings, two conclusions may be drawn: a significant number of adult learners in the library science classroom are willing to modify their verbal behaviors in growth-oriented directions; and, a significant number of adult learners in the library science classroom are attracted by the option of having a participatory voice in establishing the developmental pace of their learning outcomes.

The manifest willingness of graduate students to utilize higher cognitive verbs and nouns as guide words to stimulate thinking and discussion in the direction of a mutually agreed upon focus suggests a willingness to share the leadership role with the teacher in providing direction to thinking and verbal interactions in classroom discussions. Providing an environment which fosters cooperative learning and sharing is a worthy goal for humanistically-supportive educators.

A LOGARITHMIC SOLUTION TO THE DEFICIENCIES OF FORENSIC SCHEDULING: TOURNEY

Order No. 8024452

HARRIS, EDWARD JOSEPH, JR., PH.D. *The Pennsylvania State University*, 1980. 140pp. Adviser: Richard B. Gregg

This study examines the current mode of forensic scheduling in an attempt to understand and isolate practices which detract from competitive or intellectual growth in a tournament setting. Tournaments have become the dominant form of intercollegiate forensic competition despite the criticism of many scholars that tournaments undermine intellectual growth and encourage warped perceptions of the communicative process. It is the contention of this study that tournament scheduling practices are a major contributing factor in encouraging less than optimal intellectual and competitive outcomes. A number of scheduling practices are isolated and their effects considered in terms of competition and intellectual development. A survey of current tournament directors is made to confirm the practices employed by most tournaments. In order to rectify some or all of the deficiencies discovered in tournament scheduling, the study seeks to apply traditional scheduling theories to the forensic tournament. After considering queueing theory, sports scheduling models, and school scheduling models, the study finds that certain factors in the make up of forensics tournaments make traditional models and theories of scheduling inappropriate.

To provide a basis for forensic scheduling which seeks to eliminate or reduce the deficiencies isolated, the study develops and tests a computer solution for tournament scheduling. The computer program developed, called TOURNEY, is a PL/1 system to replace all forms of manual scheduling for debate tournaments. Tests conducted indicate the theoretical and practical success of the program. Discussion of the implications of TOURNEY is conducted.

AN ACOUSTICAL/TEMPORAL ANALYSIS OF EMOTIONAL STRESS IN SPEECH

Order No. 8016540

HICKS, JAMES WOODROW, JR., PH.D. *The University of Florida*, 1979. 182pp. Chairman: Harry Hollien

The external manifestation of emotions has been of interest to researchers for many years. For example, as early as 1872 Charles Darwin discussed the use of facial and body movements as indicators of emotion in his book *The Expression in the Emotions of Man and Animals*. However, Darwin's text is only descriptive in nature. Subsequently, various physiological measures have been correlated to emotional states; among these measures have been (1) heart rate, (2) galvanic skin response (GSR), (3) electroencephalogram (EEG), (4) respiration, and (5) blood pressure.

However, more recently scientists have investigated speech parameters as possible indicators of the emotional state of the speaker. There are many instances in which knowledge about the emotional state of an individual would be desirable. It also would be advantageous to obtain this information without any direct, physical contact with the individual--as is currently required with the above mentioned physiological measures. A research thrust aimed at determining the acoustical/temporal speech parameters correlated to emotional stress should be useful to the area of speech communications. Most of the previous investigations have been limited in scope. For instance, many have analyzed only one parameter--primarily fundamental frequency (f_o)--and/or had very small subject populations.

The thrust of the current study focuses on an acoustical/temporal analysis of the effects of stress on speech. Included in the study were both laboratory induced stress and a "real" situational stress. The laboratory stress was induced via an electrical shock as the stressor. The situational stress environment consisted of a university level public speaking course in which the students were recorded while delivering speeches to an audience of their peers.

Included in the analysis were several characteristics within the intensity, fundamental frequency and temporal domains. The following parameters were analyzed within the intensity domain: (1) maximum, (2) mean and (3) mode of the intensity distribution. The mean and distribution of speaking fundamental frequency (SFF) were analyzed within the frequency domain. The temporal parameters included: (1) speech/pause ratio, (2) speech rate, (3) the time-energy distribution, (4) the number of speech bursts, (5) the number of pauses, and (6) speech time/total time ratio. In addition, the number of disfluencies in each speech sample also was measured. A comparison was made between speech samples produced normally and under stress. The comparison was based on the acoustical/temporal parameters analyzed.

The results of the data analysis indicate that measurable acoustical/temporal changes do occur in speech produced under stress as compared to normal, non-stress speech. However, the magnitude of these changes seems to be a function of the type of stress. For the situational stress experiment, 68.8% of the parameters differed significantly between the normal and stress speaking conditions, whereas only 18.8% changed significantly in the laboratory stress experiment.

It was found that for the laboratory stress paradigm all of the parameters increased for the stress speech, relative to normal. However, only the maximum intensity, time-energy distribution and the number of disfluencies increased significantly. That is, the stress induced by electro-shock did not alter the subjects' speech patterns to any great extent.

However, significant differences were found to exist between the normal and stress speech samples in the situational stress experiment. Specifically, significant decreases were found for the intensity measures as well as the number of speech bursts and pauses. Conversely, the mean SFF and temporal parameters (except for speech rate) were found to increase significantly. Based on these findings, the general effects of stress on speech seem to: (1) decrease intensity, (2) increase SFF, (3) slightly decrease speech rate, and (4) decrease the number of speech bursts and pauses, resulting in longer speech bursts. However, the variability in these parameters also increased indicating that the observed changes may not be uniformly consistent for all individuals. Therefore, baseline (normal) data may be required for an individual before the presence of stress in that individual can be detected.

TIME COURSE OF OVERSHOOT PHENOMENON IN PSYCHOPHYSICAL MASKING

Order No. 8022040

KEISER, JANET HOPE, PH.D. *The University of Iowa*, 1980. 104pp. Supervisor: Associate Professor Paul J. Abbas

The phenomenon of overshoot is defined as an increased masker effectiveness when a brief tonal signal is presented very near masker onset. Several hypotheses have been advanced to explain overshoot but our understanding of the phenomenon is incomplete. This study was conducted to provide additional information about the psychophysical characteristics of overshoot and to relate this information to data on neural adaptation. Threshold for a 2-ms 3000-Hz signal was measured in the presence of a 500-ms, wide-band noise masker. Parameters were masker rise time and masker intensity. Threshold for the signal was measured for each of four rise times (2.5, 5.0, 10.0, and 25.0 ms) using a two-interval forced-choice procedure. Thresholds were determined for five masker intensities (−15 dB, −5 dB, 5 dB, 15 dB, and 25 dB Lps) using the same procedure. Under each rise time or intensity condition thresholds were measured at several delays of the signal relative to masker onset. Overshoot was calculated by taking the difference in dB between the threshold established at a delay of 250 ms (steady-state) and a threshold established at some shorter delay. Overshoot could then be plotted as a function of signal onset time relative to masker onset. As masker rise time is lengthened, overshoot reduces in amplitude and increases in latency relative to masker onset. Essentially no overshoot is seen at low masker intensities. At higher masker levels, overshoot remains constant with level. These results agree with single fiber data only at the higher intensities. Also at the higher intensities some overshoot was present even at the greater delay (250 ms after masker onset).

FILM AND THE BASIC COMMUNICATION COURSE: A SELECTED REFERENCE GUIDE AND FILMOGRAPHY

Order No. 8026685

KYNION, PATRICIA ELLIOT, PH.D. *University of Kansas*, 1979. 403pp.

Professional literature in the field of communication education had dealt extensively with the means of implementing various classroom techniques, printed resources, and laboratory or field exercises in the basic communication course; however, there appears to be little available material directed toward the use of film for instructional purposes in these classes. It is the goal of this study to provide a selected reference guide of films and related materials for use by instructors in the basic communication course.

The study is divided into three segments, of which the last two form an annotated reference and resource guide.

Chapter I introduces the justifications and goals of the project, identifies the nature of the materials and the methods to be used, and reviews the previous scholarship.

Chapter II provides a selective handbook of resources for the communication teacher who wishes to implement film as a means of facilitating learning; it contains annotated listings of useful books, periodicals, general reference guides, and mediographies, as well as extensive information on sources for films.

Chapter III contains the annotated, descriptive filmography of 100 titles selected for their compatability with the basic communication course. The films chosen are limited to short fiction, animation, and non-fiction; narrative feature films were excluded from the original body of materials used as a base for selection (although they are included in the annotation as related resources). Each of the 100 films presented is described, evaluated, and summarized, and specific suggestions are provided for its utilization in the basic communication course. A section of recommendations for correlative films in both the non-narrative and the feature-length narrative categories is included in each analysis. The films are catalogued under four broad topic areas commonly dealt with in the basic course curriculum: Intra-personal Communication, Inter-personal Communication, Culture Communication, and Mass Communication.

The study therefore presents a broad resource guide for the implementation of film in communication education at the basic course level.

A MODEL OF CONTEXTUAL INFLUENCES UPON SPEAKING CHOICE

Order No. 8021608

MILLS, PATRICK REED, PH.D. *University of Colorado at Boulder*, 1980. 180pp. Director: Associate Professor Thomas Frentz

This dissertation proposes a model of contextual influences upon speaking choice. The development of this model is motivated by the growing consensus that formal grammars cannot adequately account for the performance of utterances in various speaking contexts. The model does not serve as a predictive theory of speaking choice, but as a framework for generating explanations of speaking choices in contexts, once they have been performed.

Current models of contextual influences upon speaking choice are useful, inasmuch as they acknowledge the role of rules in the formulation of choice. However, these models are deficient because they fail to acknowledge the importance of the informational basis of rules, and the process by which speaker perceptions of context are translated into information.

According to the proposed model, a speaker's experience of context consists in three interdependent parts: perceptions of time and place, persons, and utterances; the information derived from these perceptions; and, the knowledge invoked by information. Information consists in structurally differentiated systems of signs: signifying systems, codes, and crypts. Knowledge consists in interpretive and coordinative rules systems, which are further explicable as non-Aristotelian logics. The relevance of such rules to a specific speaking choice is determined by the speaker's information.

The proposed model is applied to the analysis, and explanation, of two specific utterance types, elliptical formulations and tag questions. It is demonstrated that the proposed model is superior to current, theoretical explanations for the occurrence of these types.

A number of theoretical and methodological implications of the model are considered. It is argued that the explanation of contextual influences upon speaking choice requires a synthesis of semiology and rules theory. It is argued that structural methods are essential to the description of rules. Finally, it is argued that a number of qualitative methods are essential to the analysis of a speaker's experience of context.

IDENTIFYING AND ANALYZING COMMUNICATION PATTERNS OF CLASSROOM MANAGEMENT WHICH CHARACTERIZE LEVELS OF ROLE ACQUISITION

Order No. 8018320

MORRIS, MARIAN G., ED.D. *University of Pittsburgh*, 1980. 138pp.

The purpose of this study was to identify communication patterns of teaching during experiences involving classroom management which characterize levels of role acquisition.

The design of the study was based on a conceptual framework derived from the concept of role with emphasis on role acquisition and role location.

Prior to beginning the study the following assumptions were made: (1) Classroom management techniques are implemented through teachers' communication patterns. Aspects of the teacher's efforts to manage the classroom exhibit observable regularities and can, therefore be systematically and reliably categorized and tabulated; (2) These communication patterns can be analyzed in terms of their structure and function; (3) Classroom management problems appear more frequently during transition periods in the school than at any other time during the school day; (4) Classroom management competence is manifested both by changes in role behavior and by communication patterns; (5) As persons progress through stages of role acquisition, communication processes vary because the teachers' perceptions of expectations change.

The following elements were identified for the study: (1) Analyze the communication processes in the classroom during selected time periods according to their functional and structural features; (2) Classify the teacher styles of classroom management during critical points when the teacher is attempting to make the transition from one activity to another; (3) Relate patterns of teacher communication processes and styles of management to the phenomena of role acquisition.

The research led to an analysis of the function and structure of communication patterns in classrooms of selected teachers, on the occasion of student desists and transitions from one activity to another. Patterns were examined according to the classification of teachers in the stages of role acquisition. These patterns indicated a link between teachers' communication patterns and classroom management at the various stages of role acquisition. Specific findings were as follows: (1) Data indicated that the teacher pre-determined what would be discussed and how long the discussion would last. (2) Even though there were different patterns in the structural and functional dimensions of communication the data showed that many patterns were common across the developmental stage.

(3) Teachers use of intensity and focus in communications appear to make a difference in student behavior in the classroom. (4) Some of the teachers behavior is communicated to students in other than a verbal message. (5) The teachers at the formal level tend to locate themselves in the classroom in a position to survey and control behavior. (6) Frequently teachers spend much time on communications concerning organization and order in the classroom. (7) Teachers who are successful in classroom management practiced particular management techniques referred to as with-it-ness. (8) Teachers who personalized their role in interacting more intensely with students spent less time on organization and dealing with deviancies in the classroom.

A DESCRIPTIVE STUDY OF INPUT AND OUTPUT VARIABLES IN A MULTIPLE-APPROACH BASIC SPEECH COURSE

Order No. 8024383

NITCAVIC, RICHARD GLEN, PH.D. *University of Missouri - Columbia*, 1979. 264pp. Supervisor: Dr. James W. Gibson

The study was undertaken to explain the relationships between characteristics of students and measures of success in a multiple-approach basic speech course and to describe changes in the personalities of students during the course. Academic success in the basic course primarily has been measured by the course grade of the student. In this investigation, success was measured not only by course grade but also by its components, i.e., grades for examinations and for oral and written class projects in interpersonal, group, and public communication. The predictor variables included variable and quantitative ability, high school percentile rank, age, sex, class status, initial self-concept, self-esteem (correlation between actual and ideal self-concept), and Machiavellianism. The actual and ideal self-concepts of the subjects were measured using a forty-five item Q-sort designed for the investigation. Factor analysis of the initial self-concept sorts identified five major patterns or "types" of self-attitudes among the subjects. The simple structure factor loadings were used as predictor variables. A total of 420 students participated in the segments of the investigation.

Although the intellectual abilities of the students were most strongly associated with their performance on objective examinations, personality characteristics were most strongly associated with their performance on class projects. The relationships between the predictor variables and the measures of success varied considerably for males and females. The correlations between the intellective variables and the measures of success were higher for the males; on the other hand, personality characteristics contributed more heavily to the success of the females. Furthermore, the findings suggest that the use of sex as an independent variable in multiple regression analysis is likely to lead to erroneous conclusions, when the predictor-criterion relationships vary for the sexes.

The investigation revealed that Q-factor analysis is a useful technique for identifying types of students whose self-concepts are likely to change during training in interpersonal, group, and public communication. Although both males and females appeared to improve in self-esteem during a unit in interpersonal communication, sex differences were noted in the changes in self-esteem at the end of a unit in public communication.

The Machiavellian scales have been used extensively to study the interpersonal manipulator. A review of the literature, however, failed to uncover the test-retest reliability of the scales. The results of the investigation indicate that in an environment in which students study communication, the reliability of the Mach V deteriorates rapidly. Although no change from the mean of the pretest scores was observed for either sex at the end of the interpersonal, the group, or the public communication unit, the Mach V scores were not stable. For the males, the correlation between the pretest and posttest scores had become statistically nonsignificant ($r = .07$) by the end of the term. For the females, the initial scores accounted for less than thirty per cent of the variance in the scores gathered at the end of the course.

THE IMPACT OF NONVERBAL TEACHER BEHAVIOR ON THE PRODUCTIVITY OF EXCEPTIONAL CHILDREN

Order No. 8014558

ROEHM-LAMBERT, MARILYN ANN, ED.D. *Temple University*, 1979. 84pp.

Statement of the Problem. This investigation was undertaken in order to determine if and how children, who have been labeled exceptional, respond to various styles of nonverbal teacher behaviors.

Method. The study was modeled after an investigation by Middleman (1971). Three videotapes, based upon a typology of nonverbal communication cues, in which the same teacher presented three work-tasks (a script was used in order to allow verbal content to remain constant, while the nonverbal content reflected positive, negative or neutral affect-style), and a post experimental questionnaire, constructed by Middleman (1971) were used in this study.

Thirty exceptional children, whose mental ages ranged from eight to ten years, were randomly selected from each of three special schools. The subjects were then randomly assigned to one of three treatment groups - positive, negative, or neutral affect-style. Following the viewing of the videotapes and the completion of the three work-tasks, the questionnaire, in the form of a semantic differential was administered to each subject. Scores were obtained for all four activities. An analysis of variance was used to compare experimental treatments.

Results. Task 1 (a measure of following directions) both labeled disability and the affect-style of the teacher had a significant effect ($p < .01$). There was no significant interaction effect. Physically handicapped subjects performed best on this task, while mentally retarded subjects performed least well. The highest scores were produced by the positive affect-style while the lowest scores were found in the groups taught with a neutral affect-style.

On Task 2 (a measure of listening and extracting information from verbal context) labeled disability had a significant effect ($p < .01$) on the scores, while affect-style did not. There was, however, a significant interaction effect ($p < .05$), indicating that the effects of labeled disability vary from one category of affect-style to another. This also implies that the effects of affect-style are not uniform across different classifications of exceptionality on this type of task. A further breakdown of the scores revealed that mentally retarded and physically handicapped subjects scored highest with a positive affect-style, while learning disabled subjects scored higher with a negative or neutral affect-style.

Only affect-style had a significant effect ($p < .01$) on the subjects' scores for Task 3 (spontaneous writing). There was no significant interaction effect. The positive affect-style produced the highest scores on this task, while the negative affect-style produced the lowest scores.

On the post-experimental questionnaire, both labeled disability and affect-style had a significant effect ($p < .01$) on the ratings given to the T.V. teacher. There was no significant interaction effect. Subjects who were taught using a positive affect-style rated the T.V. teacher highest, while those taught with a negative affect-style rated the T.V. teacher the lowest.

Conclusions. This study supports the growing body of evidence that indicates the importance of the nonverbal behavior of teachers as a tool for enhancing or deterring the learning process. The results indicate that: (a) teacher affect-style does effect student work-task productivity; (b) work-task productivity does differ as a function of labeled disability in exceptional children; and (c) subjects expressed a preference for the positive affect-style more than the neutral, and the neutral affect-style more than the negative.

A TRAINING MODEL OF CREATIVE LANGUAGE USE

Order No. 8014251

SCHMELZER, HENRY, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 115pp. Chairperson: Janet Emig

The dissertation examines the proposition that creativity in language use is a complex state in which the individual's mode of cognitive functioning plays a decisive role. Two modes of cognitive functioning termed the habitual and the creative are contrasted, after two theories of language, Chomsky's theory of transformational-generative grammar and Skinner's behaviorist-associationist theory, are discussed as typifying and illustrating these contrasting modes.

The habitual mode is described as a form of mental operation in which the inherent and innate disposition of the individual toward creativity is inhibited in its potential development by the introjection of the contiguous mode. The creative mode in language use is defined in terms of the production of quantity and variety of linguistic output, a concept of cognitive complexity derived from Guilford's cognitive theory of divergent production and also underlying Schroder's conceptual systems theory as well as Chomsky's theory of transformational-generative grammar.

The dissertation outlines a training model of creative language use for the exercise of creative modes of language generation of an intra-semantic nature. The generation of language of an intra-semantic nature is achieved in the present training model through the treatment of language as an internal reference field rather than as an external reference field used to communicate outside meanings.

The training model of creative language use employs a combination of cognitive and associative strategies in the generation of creative language. The cognitive strategies involve the application to intra-semantic language

generation, of the principles of componential analysis, derived from the method of componential analysis of meaning (Nida, 1975). Componential analysis of meaning is a method of linguistic analysis with a transformational-generative orientation. The method was developed for purposes of analyzing the semantic meaning of lexical units. The semantic meaning is conceived of as a product of the semantic features (components) of the lexical unit that relate it to and distinguish it from other semantically related lexical units of the language. The principles of componential analysis are adapted in this dissertation to fuse with associative strategies to suit the more flexible and versatile requirements of creative language use. Possible audiences for this training model include students and teachers engaged in language study, their own as well as foreign, and individuals interested in pursuing the method for self-instruction.

THE FUNCTIONS OF LANGUAGE IN THE TEACHING SITUATION [AFRIKAANS TEXT]

SNYMAN, RACHEL, D.ED. *University of Pretoria (South Africa)*, 1979. Promoter: Professor F. van der Stoep

According to the title, this study deals with the ways in which language functions in the teaching situation. Pedagogics as such, shows a distinct relevance with language, with the result that it remains important for Didactical Pedagogics as a supportive discipline to make this relevance explicit for the sake of an effective teaching practice. Research has been done to clarify the relation between language, being in the world (Dasein) and the didactical theory within the boundaries of the pedagogical reality. The first ontological category, Dasein, has been used as the foundation of this study. Intentionality, as a meaningful aspect for didactical theory, is taken into consideration and the relation between teaching and learning, the actualization of intentionality and language, is specified, and identification as an important characteristic of the intentionality is pointed out. It is also shown here that the dialogic idea, which is imbedded in Mitsein, reaches through language to the didactical as a significant phenomenon. Aspects of language, from a linguistic point of view, place emphasis on language as a means of creativity and communication and the significance of this for Didactics is pointed out. Three basic components of a didactical practice namely content, form and modality were incorporated to define the relation of these aspects to language. Selection and arrangement of contents are important aspects of Didactical Pedagogics. The analysis of the curriculum illustrates the significance and the role of language in the total interpretation of the aims of the curriculum. By formulating syllabus themes, meaning is given to contents and meaning is thus discovered. Language usage is a matter of identifying and ordering content, of searching for and discovering relations. Therefore giving themes to teaching outside the range of language is impossible.

Reduction as a didactical operation, is explained together with the relevance it has with the functioning modes of language. The functions of language in the reduction of curriculum content as explained in this study, is information which is of great value to the teacher in his planning for effective teaching. The didactical interpretation of educational objectives, especially those in the affective and cognitive domains is regarded as significant and in this study it is shown in what way the different categories of educational objectives become meaningful, only within the context of language. The elementare and fundamentale theory is in close relationship to the reduction and the formulating of a hierarchy of educational objectives. The functioning of language in this respect, gives important information and direction to the teacher as to an effective lesson design.

The basic concept of form in teaching is interpreted, especially in connection with three ground forms. The investigation into the functioning of language in these three ground forms brings important aspects to the surface as regards teaching. The concept "didactic modalities" denotes the theory of the modes of teaching and learning activities in the lesson. The functions of language in these modalities, if correctly selected and taken into consideration by the teacher, can lead to effective teaching and learning.

The functions of language are also indicated in the formulation of the details of the structure of the lesson, in the ordering of content, as well as in specific teaching skills. Aspects of specific learning theories are investigated to find their didactical relevance, so as to define the language functions and their significance for effective teaching and learning.

INDIRECTION AND AMBIGUITY AS A MODE OF COMMUNICATION IN WEST AFRICA: A DESCRIPTIVE STUDY

Order No. 8019577

TARR, LELESRT HOWARD, JR., PH.D. *University of Minnesota*, 1979. 289pp. Chairman: William Howell

This dissertation centers on the literary and critical analysis of a speech mannerism researched during a year of participant observation in West Africa. Based on the writer's linguistic knowledge from 10 years of previous exposure to African culture, transcriptions of electronic recordings document actual case studies in the Ewe and Mori vernaculars of Togo and Upper Volta dealing with the use of indirection in social dialogue.

The thesis contends that even if the final analysis of this and subsequent research should suggest that there is very little *real* contrast between the use of indirect speech from East to West, the difference that does exist (real or perceived) is a serious variable to be considered in cross-cultural communications.

In the topical survey of the literature, the vast majority of a considerable number of writers rate the West (America/Europe) as speaking directly, openly and frankly and the East (Orient/Africa and much of the developing world) as being great users of indirection and innuendo. This assumption seems obvious, but is proven to be too simplistic at this stage. Illustrations make the reader cognizant of the relative nature of the topic of indirection. The West African is not always indirect nor the American always direct. The writer finds it less important to definitively categorize these elements than to bring to the perception of the West an understanding of the reasons for African non-immediacy.

Five major sections of the paper describe West African speech through proverbs, aphorisms, and parables: (1) Much of the "ambiguous" label, the technological Westerner affixes to African speech stems from the latter's world view of *non-precision* relative to the literal, linear perceptual field of the West. African speech is much like drum talk. The message is more a general impression whose essence (content) must be "filled in" by the receiver. It is not that the specifics are withheld from the listener, but simply that the specifics are not the essence of the message. (2) "Words are used with their shells (or peelings)--let the wise person shuck them." Preliterate peoples in an oral/aural tradition demonstrate examples of visceral language art appreciation and skill. *Artful speech* in West Africa is best personified by the rabbit (for the Mossi) and the spider (for the Ewe) who both, though vulnerable creatures in their environments, represent the ideals of coexistence through balance and tolerance inside turmoil. Artful language is unpredictable and "textured." (3) For West Africans, words cannot be separated from the *life-force* they symbolize. Many of a Western observer's questions of why his hosts don't "come to the point, hit the nail on the head, or tell it like it is" relate to a type of direct language behavior inconsistent with African world view and his concept of the sacred. (4) The name of the game is "reducing risk." Speaking from *two-agenda* and using an *intermediary* cushion instead of making visible the harsh bottom line. Cross-cultural misunderstandings are unavoidable when someone from culture I whose social norms call for face-to-face delivery of a given communication subsequently expects the same message to be understood in culture II where that particular message can only be delivered by an intermediary. (5) Indirection is used as a learning tool in many arenas of West African society and especially in the socialization of its young. The West needs to reappraise its boast of leading pedagogical innovation since Africans have been using "guided discovery" and the "inquiry method" for centuries.

PATTERNS OF VERBAL COMMUNICATION IN SELECTED FIFTH GRADE CLASSROOMS BEFORE AND AFTER WATCHING A TELEVISED UNIT OF INSTRUCTION

Order No. 8015110

WEBBER, LAURA LORRAINE, ED.D. *Columbia University Teachers College*, 1980. 193pp. Sponsor: Phil C. Lange

Many students at all levels of schooling are receiving some form of instruction via television, one of the numerous examples of instructional technology available to, and being used by, teachers in today's schools. This study was concerned with in-school television as an educational experience shared by the classroom teacher and students. The research is based on the assumption that television viewing does not, and should not, take place in a vacuum. Rather it is a shared audiovisual experience, watched, listened to, and discussed by the classroom teacher and students. Specifically, this descriptive study attempted to describe and compare the patterns of classroom verbal communication between the teacher and students before and after an instructional television program.

The study focused on the classroom verbal interaction related to the seventh program, "Smoking Is a Nasty Habit," in an instructional television series offering fourth, fifth, and sixth grade students an introduction to the subject of drugs. Classroom discussions related to the topic of smoking in eight fifth-grade classes in the New York City public schools were tape recorded before and after viewing the program and the recordings were transcribed. The resulting 198 pages of classroom teacher-student dialog was then coded using the system of analysis devised by Bellack and his associates.

This coding method describes the verbal interaction between the teacher and pupils by identifying the speaker, the pedagogical function of the verbal move, the content, and the length of the verbal move. The following patterns appeared in the classrooms observed: (1) After television, teachers make slightly fewer moves of slightly greater length and pupils make slightly more moves of slightly shorter duration than before television. (2) After television, teachers make somewhat fewer of all soliciting moves and pupils make somewhat more of all soliciting moves than before television. (3) After television, teachers make almost three times more of all responding moves and pupils make somewhat fewer of all responding moves than before television. (4) After television, teachers make somewhat fewer of all reacting moves and pupils make somewhat more of all reacting moves than before television. (5) After television, teachers make somewhat fewer of all structuring moves and pupils somewhat more of all structuring moves than before television. (6) Empirical meanings, fact stating and explaining, account for over 50 percent of the discourse both before and after television. (7) Evaluative meanings, opining and justifying, account for less than 5 percent of the discourse both before and after television. (8) Analytic meanings, defining and interpreting, account for almost three times more of the discourse before television than after television. (9) About two-fifths of the discourse is devoted to instructional meanings both before and after television. (10) After television, teachers initiate somewhat fewer of all teaching cycles and pupils initiate over two times more of all teaching cycles than before television.

The results of the study are described in terms of the "language game" of teaching and learning. In the classrooms observed, the teacher remains the principal player in the classroom game involving a televised unit of instruction both before and after the telecast. However, teachers appear to control classroom discourse slightly more before television than after television, and pupils appear less limited in classroom discourse after television than before television.

KINESICS AS A LINGUISTIC STUDY: WITH A SPECIAL EMPHASIS ON CLASSROOM BOREDOM

Order No. 8017696

WHITE, HELEN BAKER, D.A. *Middle Tennessee State University*, 1980. 199pp.

The purpose of this dissertation is to demonstrate the interrelationship between linguistics and kinesics and to show that verbal and kinesic boredom indicators within the college classroom can be identified, analyzed, and the knowledge utilized in improving teaching effectiveness.

The review of historical perspectives concerning the study of human communication reveals that interest in kinesic behavior dates back to the writings of early Greece and Rome. In the eighteenth century, physiognomist John Caspar Lavater postulated that personality traits could be read in facial and bodily expressions. Anatomist Sir Charles Bell in the first half of the nineteenth century developed an anatomical-diagnostic approach for the study of emotions. Bell's method provided the basis for the comparative biological approach used by Charles Darwin; in 1872 Darwin published his findings in *The Expression of the Emotions in Man and Animals*, now considered to be the earliest, most significant attempt to explain the relationship between bodily activity and human interaction.

In the first half of the twentieth century, E. Kretschmer and W. H. Sheldon studied the correlation of physique and temperament. William T. James, in 1932, set forth the coordinating relationship of facial expression, gestures, and posture. However, David Efron's seminal work *Gesture and Environment*, (1941) is considered the most significant contribution of this era because it established the field of gesture as one worthy of serious study.

Beginning in the 1950s research on kinesic behavior expanded greatly in amount and complexity. Much of the growth is attributed to Raymond Birdwhistell's two significant contributions: (1) his theory that the analytical methods used by the linguist could also be used by the kinesic researcher, and (2) his implementation of a system for recording kinesic behavior.

Nonverbal behavioral studies reflecting disciplinary perspectives mushroomed in this same period. Anthropology uses a broad cultural approach to the study of communication, whereas psychology concerns itself with the way an individual learns the spoken language and other communicative behaviors. Sociology focuses upon a group of interrelated people or institutions for study. Social psychology looks at the dimensions of human relationships and how they are communicated. Psychiatry views nonverbal behavior as clues to personality. "Effort-Shape" proponents analyze the flow of movement and the forms the body makes in space. Ethologists study the nonverbal expressions of man in relation to the behavior of animals. The ethological perspective originated in 1872 with Darwin; however, his findings virtually were ignored until the 1970s.

The individual disciplinary approaches to the study of nonverbal behavior now are being combined into a unified holistic systems approach which utilizes a multi-channel analysis. As the study of human communication has become more scientific and more systematized, the interrelationship between linguistics and kinesics has become more apparent.

Systems for classifying nonverbal behavior were designed to afford a common vocabulary of terms. Examples of terms used for major categories are body motion, physical characteristics, haptics, proxemics, paralanguage, and artifacts.

In light of the historical and disciplinary perspectives concerning kinesics, identification and analysis of boredom indicators within the college classroom were made by studying videotapes of a linguistics class at Vanderbilt University and through surveys of students and faculty at three institutions. According to the surveys, the strongest indicators of boredom were: (1) yawning, nodding, and dozing; (2) excessive glances at a watch; (3) restlessness; and (4) facial expressions. From the analysis of the videotapes and surveys, five behavioral areas were suggested for additional research: (1) posture-related activities, (2) notetaking behavior, (3) preening, (4) length of pause between instructor's question and student response, and (5) patterns of student response.

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